**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment Title:** Multiple Meanings: Second Assessment **Passage:** **ON THE SAVANNAH**  
*Kirsten Bishop*

It was still early when Nuru woke up. The low trees on the savannah cast long shadows over the grass. Nuru's sister, Winda, was still asleep. So were most of the other lions in their pride. But her mother was awake. She was lying on a rock, gracefully washing her paws.

Nuru bounded through the grass and jumped lightly onto the rock. Her mother nuzzled her. "My goodness, you're up early!"

"Are you going hunting this morning?" Nuru asked.

"I certainly am—along with your aunts and your father." "I could help," Nuru spoke bravely.

"Or you could stay here with your sister, and stay out of trouble," said Nuru's mother, with her usual firmness. "If an antelope or a zebra saw a little furball like you chasing it, it would just laugh! You need to be sensible, Nuru."

Nuru knew it was pointless to have an argument. She was only six months old. She wouldn't be old enough to hunt until she was one whole year old. She felt terribly impatient! She knew she would be a clever and fearless hunter. She was already extremely good at hunting butterflies and stray leaves.

The other lions soon started to stir from their sleep. They all went off to hunt, except for Nuru's uncle, Khairi. It was his turn to mind the cubs. Khairi had a glorious mane and sleepy eyes. He was known for his laziness.

"Just stay in the tall grass under that tree," he said to Nuru and Winda. "I'm going to have a little nap . . ." For a while, they did stay under the tree. The day was fair and the breeze ruffled the grass. Then Nuru said, "I can't smell jackal or hyena, or any strange lions. Can you?"

Winda couldn't. They winked slyly at each other and crept away through the long grass. "What do you suppose is beyond the savannah?" said Winda.

"Beyond all this grass? The rest of Africa!" said Nuru. "And I bet it's full of wonderful things." "Like that?" said Winda, suddenly stopping. She had found something odd. "That? That's just more grass!" "But have you ever seen grass like that?"

It certainly was strange grass. It was dark with white spots, and very spiny. There was only one big clump of it, just outside a hollow log.

Nuru nudged it gently with her nose.

The mysterious clump of grass twitched! The sudden movement made Nuru jump back. Then she remembered that she was brave. She was too little to roar, but she could meow loudly— which she did.

At the noise, the clump of grass turned around. It had a furry black face! "It's a grass monster!" meowed Winda. "Actually," said the black face, "I'm a porcupine. And I'm harmless— unless you try to eat me, or sit on me!"

It made a funny squealing sound. It was laughing! Its long spines shook like grass in a storm. It really did look like a monster.

"Nuru, we're going to be late for breakfast," Winda whispered hastily.

With a last look at the porcupine, they raced away.

Khairi opened one eye and saw the two cubs bound back to the tree. "What are you both out of breath for?" he said.

"Uh . . . we were sleeping very hard, Uncle Khairi!" said Nuru.

**1)** Read this sentence from the passage.  
  
**The day was fair and the breeze ruffled the grass.**   
  
What does the word *fair* mean in this sentence?

|  |  |  |
| --- | --- | --- |
|  | **A.** | beautiful |
|  | **B.** | just or honest |
|  | **C.** | not dark |
|  | **D.** | just enough |

**2)** Read this sentence from the passage.   
  
**She felt terribly impatient!**  
  
What is the meaning of the word *felt* as it is used in this sentence?

|  |  |  |
| --- | --- | --- |
|  | **A.** | a certain kind of fabric |
|  | **B.** | to experience a feeling |
|  | **C.** | to sense something by touch |
|  | **D.** | to believe in or support something |

**3)** Read this sentence from the passage.   
  
**It was his turn to mind the cubs.**  
  
Which answer uses the SAME meaning of the word *mind*?

|  |  |  |
| --- | --- | --- |
|  | **A.** | The Thompson kids usually seem to mind their parents. |
|  | **B.** | Hailey told me she does not mind if I borrow her book. |
|  | **C.** | Mom asked me to mind the baby while she called Dad. |
|  | **D.** | Miguel has trouble keeping his mind on his schoolwork. |

**4)** Read these sentences from the passage.   
  
**It made a funny squealing sound. It was laughing! Its long spines shook like grass in a storm. It really did look like a monster.**  
  
Here the word *spine* means

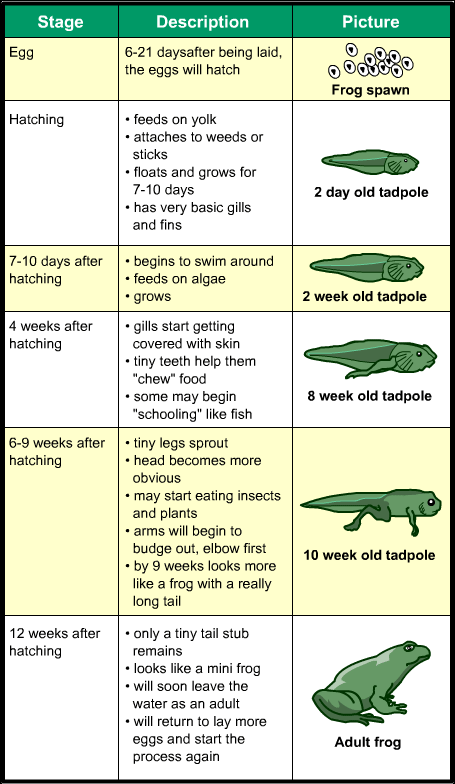
|  |  |  |
| --- | --- | --- |
|  | **A.** | a pointed part on an animal |
|  | **B.** | the back section on a book |
|  | **C.** | a thorn growing on a plant |
|  | **D.** | having strength of character |

**5)** Read this sentence from the passage.   
  
**Khairi opened one eye and saw the two cubs bound back to the tree.**  
  
Which answer uses the SAME meaning of the word *bound*

|  |  |  |
| --- | --- | --- |
|  | **A.** | I watched three deer bound right across my yard. |
|  | **B.** | My puppy is bound to go running through the field. |
|  | **C.** | I feel bound by my promise to take out the garbage. |
|  | **D.** | The small present was bound together with a ribbon. |

**Assessment Title:** Text Features: First Assessment **Passage:** **ALL ABOUT TADPOLES**   
*Leisa Pichard*

If you've never seen a tadpole, it looks a lot like a small fish. As tadpoles get older, they begin to change, growing the arms and legs they will need as adult frogs or toads. The chart below lists the ages and types of changes the tadpole goes through.



**1)** At which stage do tadpoles look most like fish?

|  |  |  |
| --- | --- | --- |
|  | **A.** | from hatching to 4 weeks |
|  | **B.** | from egg to hatching |
|  | **C.** | from 4 to 9 weeks |
|  | **D.** | from 6 to 9 weeks |

**2)** Based on information in the passage and chart, *spawn* is another word for

|  |  |  |
| --- | --- | --- |
|  | **A.** | eggs. |
|  | **B.** | frog. |
|  | **C.** | hatchling. |
|  | **D.** | tadpole. |

**3)** The most noticeable changes take place between

|  |  |  |
| --- | --- | --- |
|  | **A.** | 7 to 10 days. |
|  | **B.** | 2 to 4 weeks. |
|  | **C.** | 6 to 9 weeks. |
|  | **D.** | 12 to 14 weeks. |

**4)** Based on the chart, it takes a frog spawn approximately how many weeks to become an adult frog?

|  |  |  |
| --- | --- | --- |
|  | **A.** | 3 |
|  | **B.** | 6 |
|  | **C.** | 9 |
|  | **D.** | 12 |

**5)** Based on the chart, how many weeks after hatching does the tadpole BEGIN looking and eating more like an adult frog?

|  |  |  |
| --- | --- | --- |
|  | **A.** | 1-2 |
|  | **B.** | 4 |
|  | **C.** | 6-9 |
|  | **D.** | 12 |

**Assessment Title:** Similarities/Differences among Events: First Assessment **Passage:** **MY PLACE**  
*Nick Gifford*

Sammy grabbed a piece of bread from the plastic bag and stuck it into the toaster. She checked in the fridge. There was milk today, which was good. She poured herself a glass and waited for the toast to pop up.

Upstairs, Liza wailed. Then there was the sound of footsteps as Mom went to the baby.

Sammy ate her toast as she stood at the kitchen window. She looked out into the backyard, where the trash from the restaurant next door was stacked high. Some days she'd play out there with Liza and Cody, but not today. Today was a school day.

She drank the milk and grabbed her bag from the hook by the door. "Hey, Mom," she called up the stairs.

"Bye, honey," called her mother in a tired voice. She had been working nights again, leaving Sammy with the children even though Sammy was only twelve years old. Sammy was tired, too, but she had to go to school.

She let the door swing shut behind her and headed down the street. The houses and shops were crammed close together here, in the older part of town. No one in this neighborhood had much money.

Sammy waved to old Mr. Gruber as he opened up his junk shop across the road, and he gave her a cheery smile. She said hello to Mr. and Mrs. Etchemady, who were opening the shutters of the drugstore.

A few minutes later, the street was wider, and the houses were more widely spaced. She came to a long driveway that led up past a tennis court to a huge two-story house. Sammy walked up to the front door and rang the bell.

The maid, Maria, opened the door. "Ah, Miss Samantha," she said. "Miss Lucy will be with you in a minute. Do you want to wait in here?"

"No thanks, Maria. I'll wait outside. It's a lovely day."

The house was peaceful. Sammy knew that Lucy would be in the big kitchen, eating what remained of the breakfast Maria had cooked for her. Lucy's mother would still be sleeping in bed, while Maria tended to the children. Her father had probably already left for work.

Sammy walked to the tennis court. She and Lucy had played with little Marshall here the day before. They had thrown him balls to hit back with his plastic bat. It was always fun to visit Lucy. There was so much space here, so many things to do. Sammy wished she could live the kind of life her friend did.

Soon, Lucy came to the door. Maria handed her her school bag, and then Lucy ran over to join Sammy. "Hey, Sam," she said.

"Hey, Luce."

They walked down the long driveway and out to the street. Neighbors were already out in their gardens, mowing the grass and setting sprinklers and getting into their cars to go to work. No one looked at the girls, or said hello, or even smiled.

Almost at school, Lucy paused and turned to Sammy. "Hey, Sam," she said. "Can we hang out at your place after school?" Sammy was surprised. "My place?" she asked.

"I like it there," Lucy explained. "I like the people. Everyone's so nice." Sammy couldn't help smiling. Sometimes it takes someone else to point out what really matters to you. "Sure," she said. "My place after school."

**1)** The walk through Sammy's neighborhood is DIFFERENT than the walk through Lucy's neighborhood because in Sammy's neighborhood,

|  |  |  |
| --- | --- | --- |
|  | **A.** | it is louder. |
|  | **B.** | it is safer. |
|  | **C.** | the street is wider. |
|  | **D.** | the people are friendlier. |

**2)** Getting ready for school at Lucy's house is DIFFERENT than at Sammy's house because at Lucy's house, it is

|  |  |  |
| --- | --- | --- |
|  | **A.** | busier. |
|  | **B.** | calmer. |
|  | **C.** | more rushed. |
|  | **D.** | more disorganized. |

**3)** One way that the beginning of Sammy's school day is DIFFERENT from Lucy's is that Sammy

|  |  |  |
| --- | --- | --- |
|  | **A.** | walks to school. |
|  | **B.** | plays in the backyard. |
|  | **C.** | makes her own breakfast. |
|  | **D.** | takes care of her brother and sister. |

**4)** One thing that is ALIKE about how Sammy and Lucy spend their mornings is

|  |  |  |
| --- | --- | --- |
|  | **A.** | both of them play with Marshall. |
|  | **B.** | neither of them eats a big breakfast. |
|  | **C.** | both of them wave to their neighbors. |
|  | **D.** | neither of them spends much time with their mothers. |

**5)** One DIFFERENCE between Sammy's mother and Lucy's mother is

|  |  |  |
| --- | --- | --- |
|  | **A.** | Lucy's mother works and Sammy's doesn't. |
|  | **B.** | Sammy's mother works and Lucy's doesn't. |
|  | **C.** | Sammy's mother makes her breakfast, but Lucy's doesn't. |
|  | **D.** | Lucy's mother makes her breakfast, but Sammy's doesn't. |

**Assessment Title:** Similarities/Differences among Characters: First Assessment **Passage:** **TALKING WITH TENNIS BALLS** *Matthew Cheney*

I don't play tennis, but I live in a small house beside some tennis courts. Tennis balls often fly over the metal fence surrounding the courts because there aren't many good tennis players in my town. The people who play tennis at the courts beside my house get excited and swing their tennis rackets too hard. When they swing their tennis rackets too hard, they sometimes hit the ball up and over the fence. Now and then, one of those balls hits my front door.

The two tennis balls I want to tell you about hit my door one after the other. I was reading a book, and the sound of the tennis balls hitting the door broke my concentration. I got angry, and I opened the door, ready to say terrible things at the tennis players.

"Hold it, hold it, hold it!" said a squeaky voice at my feet. I looked down and saw the two tennis balls.

"Don't yell at the players," one of the balls said to me from a little mouth that opened in the side of its yellow fur.

It took me a moment to get used to the idea of a talking tennis ball, so I didn't say anything at first.

"Why don't you just take us inside?" the other tennis ball said.

Before I knew what I was doing, I had picked up both tennis balls and brought them into my house. I put them on the kitchen table and asked them to tell me what was going on.

"Those silly people outside keep batting us back and forth too hard!" one of the tennis balls screamed.

"Don't be rude," the other said. "They aren't silly people. They're just different from us."

"Hey, you," the rude one said to me, "do you have a TV?"

I told him I did not have a TV.

"How can you live?" the rude tennis ball screamed. "Life without TV is no life at all!"

The other tennis ball said, "I would be happy if there were no TVs anywhere in the world. Then I could get a lot more reading done."

"I read a lot," I said. "Would you like me to read to you?"

The rude tennis ball said nothing, but the friendly tennis ball said yes, and I read them a story about a woman who flew an airplane around the world. The friendly tennis ball said, "I would like to fly in an airplane one day."

The rude tennis ball said, "We fly all the time! Who needs an airplane?"

The friendly tennis ball said, "I don't think I would get such headaches from an airplane."

Our conversation went on like this for a long time, and over that time, the rude tennis ball became less rude, but the friendly tennis ball stayed just as friendly. They missed the tennis court eventually, though, and so I took them back, asking the players to be gentle.

Now I watch the games the tennis players play, and I remind them about gentleness. It's amazing how much better the tennis players have become. Now and then I still talk to the tennis balls, but I no longer know which one was the rude one, because they are both so happy that they are always friendly.

**1)** At the beginning of the passage, what is the main DIFFERENCE between the two tennis balls?

|  |  |  |
| --- | --- | --- |
|  | **A.** | One is happy and the other is sad. |
|  | **B.** | One is polite and the other is rude. |
|  | **C.** | One is shy and the other is talkative. |
|  | **D.** | One is funny and the other is serious. |

**2)** The narrator and the friendly tennis ball were ALIKE because both

|  |  |  |
| --- | --- | --- |
|  | **A.** | loved TV shows. |
|  | **B.** | enjoyed reading. |
|  | **C.** | hated the game of tennis. |
|  | **D.** | never got angry about anything. |

**3)** The part of the passage when the narrator was MOST LIKE the rude tennis ball was when he

|  |  |  |
| --- | --- | --- |
|  | **A.** | opened the door. |
|  | **B.** | read them a story. |
|  | **C.** | talked to them in the kitchen. |
|  | **D.** | took them back to the tennis court. |

**4)** BOTH the narrator and the rude tennis ball would agree that

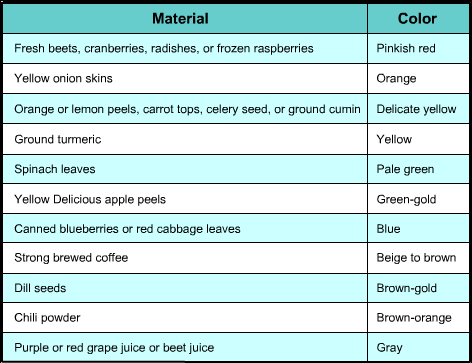
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| --- | --- | --- |
|  | **A.** | books are better than TV. |
|  | **B.** | life without TV is no life at all. |
|  | **C.** | people hit tennis balls too hard. |
|  | **D.** | it would be fun to fly in an airplane. |

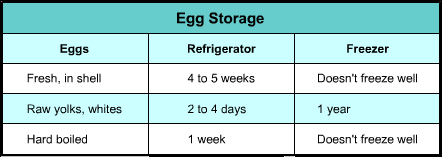
**5)** At the end of the passage, the tennis balls are ALIKE because BOTH

|  |  |  |
| --- | --- | --- |
|  | **A.** | stop talking. |
|  | **B.** | are friendly. |
|  | **C.** | say mean things. |
|  | **D.** | like books and TV. |

**Assessment Title:** Text Features: Second Assessment **Passage:** **NATURAL EGG DYES** *Leisa Pichard*

Dyeing eggs has been a tradition for centuries, and not just for holidays. Of course, long ago, you could not buy dyes in the stores. Luckily, nature provides many very good dyes. To create colored eggs, boil the eggs in water with 1 tablespoon of white vinegar for each cup of water for 15 minutes. Add your choice of one of the materials below. The result will be a shade of the color listed. How bright or dark the color is depends on the amount of material added. You may have to experiment.





**1)** Based on information in the chart, which color has more choices for materials?

|  |  |  |
| --- | --- | --- |
|  | **A.** | brown |
|  | **B.** | green |
|  | **C.** | blue |
|  | **D.** | orange |

**2)** In the past, if people wanted to dye cloth, they probably used mostly

|  |  |  |
| --- | --- | --- |
|  | **A.** | plant materials. |
|  | **B.** | items bought in stores. |
|  | **C.** | a substitute for vinegar. |
|  | **D.** | things that could be refrigerated. |

**3)** If you wanted a dark red color for your eggs, it would best to add what material to the water-vinegar mixture?

|  |  |  |
| --- | --- | --- |
|  | **A.** | lots of beets |
|  | **B.** | red grape juice |
|  | **C.** | a pound of dill seed |
|  | **D.** | 10 to 12 onion skins |

**4)** Based on information in both charts, one disadvantage of coloring hardcooked eggs is

|  |  |  |
| --- | --- | --- |
|  | **A.** | they do not hold color as well. |
|  | **B.** | they must be immediately eaten. |
|  | **C.** | they cannot be eaten after dyeing. |
|  | **D.** | they do not last long even when refrigerated. |

**5)** If you want to create eggs which are very light or pale blue, you should

|  |  |  |
| --- | --- | --- |
|  | **A.** | use brown eggs to start with. |
|  | **B.** | use only a few blueberries or cabbage leaves. |
|  | **C.** | combine blueberries and raspberries for a lighter blue. |
|  | **D.** | add a lot of blueberries, but let them cook for only 10 minutes. |

**THE BIG DAM**   
*Samantha Holloway*

When you turn on the TV or open the refrigerator, do you ever think about what makes these appliances work? Probably the only time you think about electricity is when you're stuck indoors when the lights go out—and then you really miss it. But do you know where electricity comes from?

Most of the world's electric power comes from burning coal or oil. But today, more and more people are trying to find alternative, or other, power sources, such as hydroelectric (from water), solar (from the sun), or wind power. When I was your age, I had never heard the word "hydroelectric," and I didn't give electricity a second thought. But then I went to see a hydroelectric plant—also called a dam—on a school field trip.

So just what is hydroelectric power? *Hydro* means "water." So this kind of electricity comes from water that moves very fast—fast enough to turn big fan-like blades called turbines. These turbines are inside huge dams. The dams keep the water going at just the right speed to give electricity to the towns and cities that use it. The great thing is that this power is clean—no big, dirty holes in the Earth, no pollution, and no using up limited resources.

For the field trip to the dam, we rode up the side of a mountain on a bus. As we came around the last turn in the road, we saw the huge wall of the dam. It was bigger than anything I'd ever seen, but it just looked like a big blank wall. All of the machines were inside.

Our tour guide met us in the parking lot. My classmates and I rode little electric trams, kind of like golf carts, through a tunnel. Most of the dam was built inside and under the mountain. The water that powered the dam came from a huge river that was between two mountains.

It was sort of hard to breathe down inside the dam. The air had to be pumped in from the outside. Everything was clean and white, and the turbines made a loud hum that made my ears feel clogged.

The turbines were as big as my house! Our tour guide told us that millions of gallons of water pass through them every day. When the blades turn, they make power for thousands of homes, shops, and schools without causing any pollution at all. He told us that we can depend on water power more than wind power or solar power. It's cheaper, too.

When we were done with the tour, we got back onto the trams. When we got outside, the dam stood high above us, white and futuristic-looking. After that day, I paid much more attention to electricity.

**1)** This passage is MOSTLY about

|  |  |  |
| --- | --- | --- |
|  | **A.** | different power sources. |
|  | **B.** | why people need electricity. |
|  | **C.** | how hydroelectric power works. |
|  | **D.** | how coal and oil pollute the environment. |

**2)** Another good title for this passage might be

|  |  |  |
| --- | --- | --- |
|  | **A.** | School Field Trips. |
|  | **B.** | Why We Burn Coal. |
|  | **C.** | The Power of Water. |
|  | **D.** | My Favorite Tour Guide. |

**3)** The MOST IMPORTANT thing about turbines is that

|  |  |  |
| --- | --- | --- |
|  | **A.** | turbines are as big as the size of a house. |
|  | **B.** | the turbines can make a lot of power without pollution. |
|  | **C.** | millions of gallons of water pass through the turbines daily. |
|  | **D.** | water power used by turbines is different from wind and solar power. |

**4)** Overall, the details of this passage tell the reader

|  |  |  |
| --- | --- | --- |
|  | **A.** | what it is like to visit a dam. |
|  | **B.** | how difficult it is to build a big dam. |
|  | **C.** | the number of dams now being used for power. |
|  | **D.** | how much money can be saved with water power. |

**5)** What is the main idea of the first two paragraphs of the passage?

|  |  |  |
| --- | --- | --- |
|  | **A.** | We appreciate electricity when our lights go out in a storm. |
|  | **B.** | Most of the world's electric power comes from burning coal and oil. |
|  | **C.** | Electricity is important to our lives and new sources are being explored. |
|  | **D.** | In recent years, electricity has become too expensive for people to afford. |

**HARBORS (Part 1)**  
*Tobias S. Buckell*

Chase stood on the bow of the boat he lived aboard. Far out on the edge of the horizon, the sun looked large and fiery orange. The clouds all reflected the same colors, looking beautiful over the deep blue sea.

Mom remained below; she was working on a list of food they needed. Chase's dad had decided to sail from the small sandy island they'd been visiting to the nearest place with a market. As they approached the new island, Chase's job was to look at the water and watch out for any reefs. Chase's dad spied a calm inlet with several boats at anchor and decided to motor there. They needed to get close to the shore so they could anchor the boat. Then they could take Mom to the beach with a smaller boat called a dinghy. It was tied off behind their boat. Once they were ashore they could go shopping.

A few other boats bobbed at anchor, not too far away from the beach. Palm trees swayed in the wind over the white, sandy beach. The water was light green, the color of new leaves in spring. Despite the other boats, the inlet was calm. Very little traffic moved around the shore. The masts of the anchored boats swayed in time with the waves. But the water foamed and churned between these boats and Chase's position on the bow. There must be a reef between their boat and the other anchored boats.

Obviously these boats had gone around the reef to anchor where they were. But how? Chase and his dad tried to figure it out, motoring around the edge of the reef as Chase looked for darker-colored water. Darker-colored water meant the water was deep. They could motor through that.

Chase thought he saw a dark patch. "Over there, Dad," he called out.

His dad changed their course. Chase watched nervously as they approached the colorful coral. It was deeper here, but not deep enough.

"Wait," he yelled back. "I don't think we can make it."

His dad agreed, and turned the boat away from the coral. "We'll go around the island a bit more toward the main harbor," he told Chase.

Chase walked back from the bow, the boat rocking underneath him. He sat down in the tight area of the cockpit as they continued past more reefs and beaches, then rocky shores.

After several more hours they approached a large rocky point. Chase's dad steered the boat around it and there was the island's main harbor.

In the harbor, they did not need to look out for reefs, just other boats. Hundreds of boats anchored in the harbor along a large series of docks, and the water was a deep blue. In addition to the boats at the dock, large ferries and container ships anchored in the channel around the harbor. The harbor's boundary was built out of concrete. Lots of brightly-painted buildings clustered on the edge of the water.

Chase's dad steered their boat toward a large marina. Hundreds of boats were in it, all tied up to docks. It looked like a forest of metal masts in there. Chase's dad slowed the motor until the boat barely inched forward. He would have to move cautiously so as not to bump the other boats.

As they approached, several people helped catch their lines and tie the boat up. Instead of having to use the dinghy to get to the shore, Chase stepped right off onto the concrete dock.

They had arrived. Now they could go out into town to shop.

**1)** One difference between the inlet and the harbor was the inlet

|  |  |  |
| --- | --- | --- |
|  | **A.** | was on an island. |
|  | **B.** | had more boats at anchor. |
|  | **C.** | had a market for shopping. |
|  | **D.** | had a reef they could not pass. |

**2)** Based on the description of the area, why should Chase and his family dock at the harbor?

|  |  |  |
| --- | --- | --- |
|  | **A.** | They will probably make more friends. |
|  | **B.** | They will most likely be able to leave sooner. |
|  | **C.** | They will get better at moving the boat in small areas. |
|  | **D.** | They will probably be closer to the market and other shops. |

**3)** Which phrase describes BOTH the harbor and the inlet?

|  |  |  |
| --- | --- | --- |
|  | **A.** | calm and quiet |
|  | **B.** | difficult to steer through |
|  | **C.** | crowded with boats and ships |
|  | **D.** | loud with the noise of boat motors |

**4)** One difference between the water in the harbor and the water around the reef was that the water over the reef was

|  |  |  |
| --- | --- | --- |
|  | **A.** | calmer. |
|  | **B.** | not as clear. |
|  | **C.** | lighter in color. |
|  | **D.** | crowded with boats. |

**5)** At BOTH the inlet AND the harbor, Chase and his family

|  |  |  |
| --- | --- | --- |
|  | **A.** | found it hard to get to shore. |
|  | **B.** | saw boats docked at a marina. |
|  | **C.** | had to look out for shallow water. |
|  | **D.** | had to be careful not to hit other things. |

**Assessment Title:** Problem/Resolution: Second Assessment **Passage:**

**THE TWINS STRIKE OUT**  
*Angela Carroll*

Casey was so mad at her twin sister Tricia that she couldn't concentrate on pitching. The players on the other team teased her from their dugout. "Are you going to play softball or stand around all day?" one of them asked.

Tricia was crouched behind home plate wearing her catcher's mask. She was looking anywhere *but* at the pitcher's mound. Normally, the two girls would signal one another about what pitch would be best. Not today, though. Not since this morning's big fight.

At last, the umpire took off his mask and called out to Casey. "Is there a problem, pitcher?"

"No problem, sir!" said Casey. She shook her head, took a quick look at the batter's face, and lofted a pitch toward home plate.

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Tricia stretched to her right and let the ball drop into her glove. She had known the pitch was going to be outside as soon as it left her sister's hand.

"Ball one!" shouted the umpire.

The batter laughed. "Looks like your sister is afraid to pitch to me," she said.

Tricia ignored the girl and threw the ball back to Casey. She usually would have defended her twin, but she was so angry with Casey that she didn't care what the girl said.

Once again, Casey took forever to throw a pitch. Once again, it was way outside.

"Ball two!"

The batter laughed again. "Did she forget that she's supposed to throw the ball into the strike zone?"

Tricia threw the ball back to the mound. "Probably," she said. "She forgets *everything*."

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Casey didn't know why it was such a big deal that she forgot to tell Tricia that Roy had called the night before. As far as she was concerned, Tricia should have been concentrating on today's big game instead of worrying about blabbing on the phone, anyway.

Not that Casey was doing a great job of concentrating herself. She looked around the infield and saw that there were runners on first and second. How had that happened? Had she managed to walk two batters and not even realize it?

Tricia still wasn't giving her any signals, so Casey decided to put a fast one right down the middle. Maybe that would shake her sister out of her silly sulk.

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Tricia couldn't believe that Casey was pitching right down the middle to the best batter on the opposing team. With two runners on base!

Just as she expected, the batter swung and connected with the ball. *That'll probably be a homerun*, Tricia thought. *Serves Casey right for being so mean.*

She heard the coach shouting. "Tricia, wake up!"

Tricia looked around and saw that the infielders were all looking up in the sky above her head. The batter hadn't gotten a good angle on the ball after all. It had gone nearly straight up. All she had to do was catch it for an easy out.

Except that she scrambled under it too late! The softball hit the ground just inside a painted white line.

"That's a fair ball!" said the umpire, and the batter and runners on base took off. By the time Tricia came up with the ball and threw it to first, the bases were loaded.

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The coach pulled both girls from the game in the third inning. Their team was behind by six runs.

As they sat down on the bench, both girls spoke at the same time. "This is your fault!" they both said, pointing at each other.

Before they could say anything more, the coach sat down between them.

"Who do you think is going to win this?" she asked.

"Me!" said Casey.

"Me!" said Tricia.

The coach pointed at the scoreboard. "It looks to me like we're *all* going to lose."

**1)** Why was Tricia mad at Casey?

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|  | **A.** | Casey was not pitching well. |
|  | **B.** | Casey had walked two batters. |
|  | **C.** | Tricia wanted to pitch instead of catch. |
|  | **D.** | Casey forgot to tell Tricia about a phone call. |

**2)** The twins' team was losing the game because

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|  | **A.** | the umpire made a bad call. |
|  | **B.** | Tricia was helping the other team. |
|  | **C.** | Casey walked the other team's best player. |
|  | **D.** | the twins were not getting along with each other. |

**3)** The umpire thought that something was wrong with Casey because she

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|  | **A.** | took so long to pitch. |
|  | **B.** | was being very forgetful. |
|  | **C.** | was not able to throw strikes. |
|  | **D.** | was walking so many batters. |

**4)** Why did Tricia get to the ball too late?

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|  | **A.** | Casey got in her way. |
|  | **B.** | The batter hit the ball too far. |
|  | **C.** | She was thinking about how mean Casey had been. |
|  | **D.** | She was thinking about the missed phone call from Roy. |

**5)** The coach responded to the fact that the twins were fighting by

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|  | **A.** | telling them to get along. |
|  | **B.** | taking them out of the game. |
|  | **C.** | ignoring them until the game was over. |
|  | **D.** | making the team lose to teach them a lesson. |